

Fundamental Considerations in Language Testing

Lyle F Bachman, Oxford University Press, 1990, pp.408.

Fundamental Considerations in Language Testing does not cater to an audience of laymen. Highly specialised as it is, it is addressed to an audience of professionals: academicians, testers, teacher trainers, and researchers in the field of applied linguistics, who have to grapple with issues in language testing. The focus on 'fundamental considerations' in language testing is never lost even as one traverses through the eight chapters that constitute the book. The Preface to the book sets the agenda for discussion with Bachman's explicitly-stated intention of discussing the 'fundamental issues that must be addressed at the start of any language testing effort' (p.1). Bachman goes on to identify the fundamental issues as

- (1) the context determining the use of language tests,
- (2) the nature of the language abilities we want to measure, and
- (3) the nature of measurement itself.

Chapter 3 titled "uses of Language Tests" focuses on the first of the three fundamental considerations. Bachman observes that any 'information' required 'for making decisions' within the framework of 'an educational program' would base the use on three assumptions:

1. that information regarding educational outcomes is essential to effective formal education
2. that it is possible to improve learning and teaching through appropriate changes in the program based on feedback and
3. that the educational outcomes of a given program are measurable.

This is the first context. The others have to do with 'the quality of information' sought and bring to the fore the questions of reliability and validity of language tests.

The sections of the book I find the most rewarding are Chapters 2, 3, 4, and 8. In Chapter 4, "Communicative Language Ability", Bachman provides us with the model of the 'Components of Communicative Language Ability' wherein he looks at strategic competence (Figure 4.1, p.85). 'Strategic Competence' is for him

The capacity that relates language competence, or knowledge of language, to the language user's knowledge of structures and features of the context in which communication takes place (p.107)

'Strategic Competence' (i.e. performing assessment, planning and execution functions) feed into 'psychophysical mechanism' (relating to channel and mode) which, in turn, feed into the 'context of situation'. The route is a two-way process, for each of these three leads back to the other. In (End page 46) other words, they are bidirectional. Bachman then uses the model of 'language

Fundamental Considerations In Language Testing

Sabine Zange

A decorative graphic element consisting of a light blue horizontal bar with a rounded right end, and a red-to-white gradient semi-circle on the right side.

Fundamental Considerations In Language Testing:

Whispering the Techniques of Language: An Psychological Quest through **Fundamental Considerations In Language Testing**

In a digitally-driven earth where screens reign great and immediate conversation drowns out the subtleties of language, the profound strategies and mental subtleties concealed within phrases frequently get unheard. However, nestled within the pages of **Fundamental Considerations In Language Testing** a interesting fictional prize pulsing with organic emotions, lies an exceptional journey waiting to be undertaken. Written by an experienced wordsmith, this charming opus invites readers on an introspective journey, softly unraveling the veiled truths and profound impact resonating within the very fabric of each and every word. Within the emotional depths with this touching evaluation, we can embark upon a genuine exploration of the book is key styles, dissect their charming writing fashion, and fail to the strong resonance it evokes heavy within the recesses of readers hearts.

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